Linda Culhane Water, Energy and the Environment

Zentangles - 5th Grade “Circle &Pattern Design in a Still LIfe Observational Drawing”

Objective-

Students will be able to: Trace circle templates randomly with some overlapping

Fill spaces with various black and white patterns

Use this drawing technique in a nature study Still Life

Rationale - When students have a viable starting point-- creative designs will follow. Artists mostly create compositions that physically connects them to the art, as well as emotionally and/or metaphorically. Through color, line, pictures and symbols the process unfolds. These are the same collective and sometimes quite formidable skills used by scientists, naturalists and writers alike.

Materials used-

white 12X18 drawing paper

circle shapes, pencils and black sharpies

Old world Art Prints of the Masters such as Cezanne, Archimboldo, etc.

fruit and vegetables for observation and discussion

magnifiers

Motivation-

Show a series of Zentangles Artwork prints to students in meeting area.

Discuss how structured patterns within an image leads to unexpected results.

Model the beginning of a Circle Zentangle Design by tracing a circle and adding patterns.

Introduce the rotation strategy by showing them how to turn their paper all four ways as they fill patterns

Sketch a leaf and fill the shape with a zentangle design; use magnifier for further details. Hang a chart of various patterns and distribute handouts for student to refer to at their seat.

Task-

Students trace circles and fill up page

Students begin by coloring black in the small spaces, then fill larger areas with patterns

Next Students sketch still life by observing trays of fruit and vegetables.

Lines and patterns are drawn within the space of shapes.

Assessment-

Did the students fill the page and crop circles to go off the page

Were textures, patterns and symbols of actual fruit and vegetables filled into spaces

Differentiation-

Circles are given to trace.

Pencils can be used instead of sharpies

Cut fruit and vegetables can be dipped in trays of paint for printing textural designs

Common Core Capacities Addressed:

- demonstrate independence.

- build strong content knowledge.

- comprehend as well as critique

- value evidence

Blueprint for the Arts- NYS Science Standards-S1.1A,1C, 3.1a

Strand I - Art Making Common Core Standards-Literacy L.5.4

Strand II - Literacy in the Visual Arts; Strand III – Making Connections

Suggested Resources for this Lesson:

Books- “Panorama” by Fani Marceau

“The Little Gardener” by Emily Hughes

Website – <https://ferrebeekeeper.wordpress.com/tag/still-life/>

<http://artsistproject.met>museum.org/2/roland-flexner